



UNIVERSITY OF MAINE AT FARMINGTON
COLLEGE OF EDUCATION, HEALTH AND REHABILITATION

LESSON PLAN FORMAT

Teacher's Name: Ms. Hughes **Lesson #:** 5 **Facet:** Empathy

Grade Level: 9 **Numbers of Days:** 2-3

Topic: Narrative Writing

PART I:

Objectives

Student will understand that the language and syntax must be appropriate for the content of the story.
Student will know Vocabulary - How language influences the flow and the view of the audience.
Student will be able to consider the view of the audience.

Product: Newscast Video

Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment

Content Area: English

Grade Level: Grade 9-10

Domain: Writing Standard

Cluster: Text Types and Purposes

Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Rationale:

Students will write short stories in which they demonstrate their skills in character development, plot development, and audience awareness.

Assessments

Formative (Assessment for Learning)

Section I – checking for understanding during instruction

Students will submit a One Sentence Summary of their purpose for their audience. They will describe the audience they are choosing to target, and also how they will show that they are targeting that audience.

Section II – timely feedback for products (self, peer, teacher)

Students will have to be meticulous in what they choose to include in their sentence. The teacher will provide feedback relating to the validity of the purpose provided by the student

Summative (Assessment of Learning):

Newscast Video (50 pts) Students will be asked to create a video giving a review of their short story from an audience perspective. Each student will be asked to create a Newscast for their own story. They may work with others, or they may choose to work on their own. The Newscast should review the content, focus on a specific character, and give the audiences take on the effectiveness of the story as a whole. Students will be required to make the video look official (background, dress, choice of audio.) Each video must last at least 1:30 minutes, but no more than 3 minutes each.

Integration

Technology: iMovie (uploaded to YouTube)

Content Areas:

Public Speaking - Students will be required to record their own audio.

Verbal - Students will be able to choose the way they express their opinions during the video.

Script Writing - Students will have the option of creating a script or outline of what will take place during the video.

Acting - Students will be required to film themselves for a portion of the video.

Groupings

Section I - Graphic Organizer & Cooperative Learning used during instruction

Students will use an Observation Chart to keep track of elements that may influence the reader.

Section II – Groups and Roles for Product

Students will be provided with feedback from the teacher. They will also be in table groups where they will also have the opportunity to discuss their ideas with their surrounding peers.

Differentiated Instruction

MI Strategies

Verbal: Students will be able to write a script for a review of the story from the audience.

Logic:

Visual: Students will be able to create a visual presentation of their newscast to represent the review of the book.

Musical: Students will be able to include music into their newscast to help enhance it's effectiveness.

Kinesthetic: Students will choose how they want to act out their newscast to be recorded.

Intrapersonal:

Interpersonal: Students will be able to seek assistance from peers in order to create their visual production.

Naturalist: If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their book review.

Modifications/Accommodations

From IEP's (Individual Education Plan), 504's, ELLIDEP (English Language Learning Instructional Delivery Education Plan) I will review student's IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

Plan for accommodating absent students:

All absent students will have the opportunity to make up work missed because of an absence. It is the job of the student to find out what he/she missed in class, and what assignments are due when he/she returns to class. Students may communicate with the teacher by email or in person. Students will be given a new due date for assignments as decided by the teacher. Once this conversation has been had, the student will be accountable for turning in the assignment on the new due date.

Extensions

Type II technology: iMovie to Youtube

Gifted Students:

Gifted students will be able to expand on their individual creativity throughout the storyboard process. They will be help to a high standard of writing and development of both characters and plot. They will challenge themselves individually based on their plot and events sequences.

Materials, Resources and Technology

List all the items you need for the lesson.

Laptops

Paper

Writing Utensils

Projector

Any other additional props the student may choose

Source for Lesson Plan and Research

List all URL and describe.

Youtube.com – Where the videos will be uploaded after they are completed.

PART II:

Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan) *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO's. (3-5 pages)*

Students will understand that the language and syntax must be appropriate for the content of the story. Understanding language and syntax will give you writing and speaking skills, which will help you in any job in the future. "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences." Students will be hooked by a collection of movie trailers of their interest. They will then be led in a discussion to discover what makes a successful movie trailer, and how the plot is vital to the importance of a story.

Where, Why, What, Hook Tailor: Verbal, Logic, Visual, Intrapersonal

Students will know: Vocabulary - How language influences the flow and the view of the audience. Students will use an Observation Chart to keep track of elements that may influence the reader. They will use a Team Project to test whether or not these elements are evident to other readers. Students will submit a One Sentence Summary of their purpose for their audience.

Equip, Explore, Rethink, Tailors: Verbal, Logic, Visual, Kinesthetic, Intrapersonal, Interpersonal

Students will use an Observation Chart to keep track of elements that may influence the reader. They will use a Team Project to test whether or not these elements are evident to other readers. Create a review of the book by the author, and consider the author's opinion on how the book will be received by the audience. Students will submit a One Sentence Summary of their purpose for their audience. Students will have to be meticulous in what they choose to include in their sentence. The teacher will provide feedback relating to the validity of the purpose provided by the student.

Explore, Experience, Rethink, Revise, Refine, Tailors: Verbal, Logic, Kinesthetic, Intrapersonal, Interpersonal.

Students will be able to self evaluate their work during the three day process. Doing this newscast will allow students to constantly change and reevaluate their own work. Students will also be provided with timely feedback by their peers during their work at their table groups. The completion of this assignment

is dependent on work during the class, as well as work after the class is over. Because students have a specific due date, they will be allowed to work on their newscast during any of their free time. Completion of this assignment is essential to the completion of the final product of this unit.
Evaluate, Tailors: Intrapersonal, Interpersonal.

Content Notes

Students will know.....

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

Handouts

List the items that need to be printed out for the lesson.

Observation Chart

Rubric/Assessment Checklist

Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale

Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Learning Styles

Clipboard: Students will be given a rubric so that they understand exactly what is expected of them.

Microscope: Students will be able to articulate their own story by using the storyboard to organize and analyze the development of the plot and character development.

Puppy: Students will be in a comfortable and fostering environment based on their classroom organization and table formation. Students will be in a fostered environment because they will be able to interact with their group members, and will be allowed to work on the storyboard at their own pace.

Beach Ball: Because this assignment in an individual assignment, and is asking for their own interpretation in creating a story, students will be able to use their own creativity to develop unique characters and events sequences.

Rationale: Students will demonstrate they have met the standard based on their ability to write a narrative in which they will develop their own characters and their own plot. The students will have to use well-chosen detail in order to effectively write their story and develop the characters and events sequence. Students will be able to create a short story based on a well-designed and structured plot and events sequence.

Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's

decision making.

Formative:

Students will submit a One Sentence Summary of their purpose for their audience. They will describe the audience they are choosing to target, and also how they will show that they are targeting that audience.

Summative:

Newsblast Video (50 pts) Students will be asked to create a video giving a review of their short story from an audience perspective. Each student will be asked to create a Newsblast for their own story. They may work with others, or they may choose to work on their own. The Newsblast should review the content, focus on a specific character, and give the audiences take on the effectiveness of the story as a whole. Students will be required to make the video look official (background, dress, choice of audio.) Each video must last at least 1:30 minutes, but no more than 3 minutes each.

Rationale: Each student will be able to address the topic as they choose. They may use whatever tools necessary to complete the task. Students may go as far as they wish in terms of creativity, and are encouraged to do so.

Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Content Knowledge:

Students will know and understand the basics needed to write a story. In their previous studies, students will have read fiction, non-fiction, short stories etc. Having this previous knowledge will allow students to articulate their own thoughts in order to write a successful and effective short story. Content will involve writing and understanding characters and what makes up a successful characters. Students may be asked to create lists of characteristic they will need to develop characters in their short stories.

MLR or CCSS:

Content Area: English

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Standard: 3 "Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences."

Rationale:

Students will write short stories in which they demonstrate their skills in character development, plot development, and audience awareness.

Facet: Empathy

Rationale: Instruction is planned to give all students the resources and help they may need throughout the process. Students will be given class time to organize and create the videos in order to ensure that all students are given an equal opportunity for success.

Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

MI Strategies:

Verbal: Students will be able to write a script for a review of the story from the audience.

Logic:

Visual: Students will be able to create a visual presentation of their newscast to represent the review of the book.

Musical: Students will be able to include music into their newscast to help enhance its effectiveness.

Kinesthetic: Students will choose how they want to act out their newscast to be recorded.

Intrapersonal:

Interpersonal: Students will be able to seek assistance from peers in order to create their visual production.

Naturalist: If doing a visual production, students will be able to choose their own setting. Students should be sure to use a setting they think will relate to the points made in their book review.

Type II Technology: iMovie to Youtube

Rationale: Very little instruction is required, and students will have creative license to be as creative with the assignment as they wish. They teacher should have an understanding of how to use iMovie in case a student has any questions about the software.

NETS STANDARDS FOR TEACHERS

1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Rationale: Students are given no limits as to how creative they can be with this assignment. They are given the option to seek help from others, or can choose to do the video alone. The integration of technology is such that all students are given an equal opportunity for success.

2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

Rationale: Uploading the final product to Youtube will ensure that Type II technology is being used. Students will use previous experience and expand on that experience with movie making software throughout the process. Resources are maximized because of the classroom set up and the time students are given to complete the lesson.